


AIM, AMO, AYP, and an Overview of the 2008 AYP Results

2007-08 School Year



Montana Office of Public Instruction
Denise Juneau, Superintendent
www.opi.mt.gov

- 
- Data Entry
 - Quality Assurance
 - Calculations
 - Determinations
 - Analyzing Results



AIM + AMO = AYP Participation and Achievement

AIM-Achievement in Montana

- Purpose

AMO-Annual Measurable Objective

- History
- Thresholds
- Exclusions

AYP-Adequate Yearly Progress

- Processes
- Indicators
- Subgroups
- Targets
- 2007-2008 Outcomes



AIM

Achievement in Montana

Montana's State Student Information System

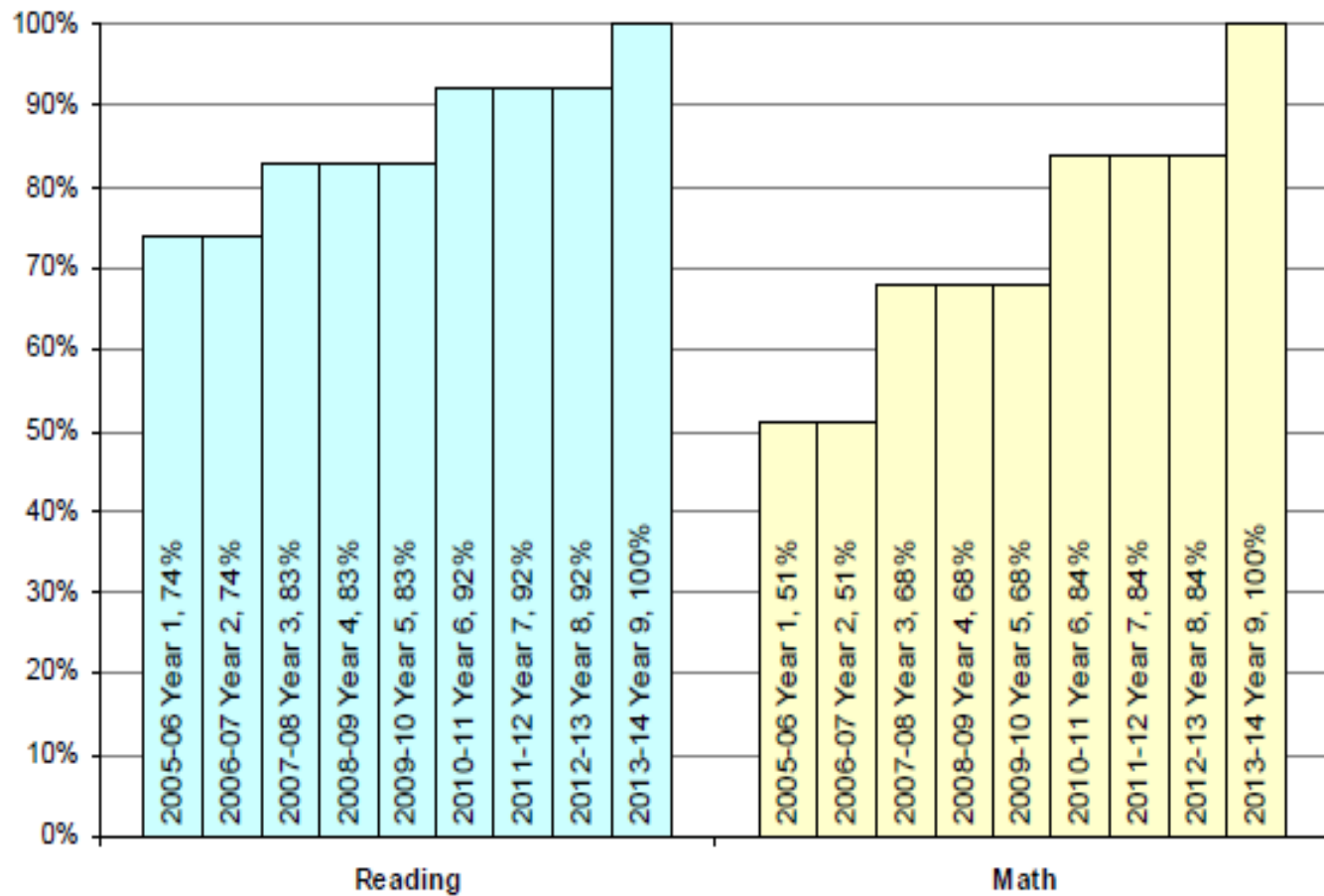
This system was designed to streamline reporting of student-related data from school districts to OPI, including enrollment, demographic data, and registration for statewide assessments.

A decorative background on the left side of the slide, featuring a chalkboard texture. It includes two pieces of pink chalk, one standing upright and one lying down, and a white chalk checkmark drawn on the board.

Academic Indicators- Reading and Math Annual Measurable Objectives (AMOs)

- To make the academic indicator, the percentage of full academic year students who scored at or above proficient in reading and math on the criterion-referenced test, plus a 95% confidence interval (CI) must be greater than or equal to the AMO for all subgroups meeting minimum "n" size requirements.

Montana Annual Measurable Objective Trajectory



Who is excluded from academic indicator calculations?

- Students identified as new to the school (NSAY) for school-level determinations.
- Students identified as new to the district (NDAY) for district-level determinations.
- Designation noting the student is not enrolled is located on the response booklet. These designations include homeschoolers, private accredited students, and private non-accredited students.
- Students reported as First Year LEP, foreign exchange, and students enrolled less than 180 hours through the AIM student information system.

AYP Determination Overview

- Who receives an AYP determination?
- There are three processes used to make determinations.
 - *Calculated Process*
 - *Small Schools Accountability Process (SSAP)*
 - *Feeder Schools Process*

What determines which process is used?

- The process used for a given school/district is determined by the following factors :
 - *# tested and included in proficiency calculations or annual measurable objective (AMO)*
 - *Whether any tested grades are served*

Calculated Process Overview

- Determinations are based solely on statistical methods.
- Schools and districts with at least 30 students tested and included in reading and math proficiency scores are evaluated using the Calculated Process. *

* Foreign Exchange, 1st year LEP, and NSAY/NDAY are excluded from reading and math proficiency scores.

Calculated Process AYP Indicators

- Making Adequate Yearly Progress (AYP) according to the federal definition requires achieving all of the specific objectives.
 - *Reading achievement**
 - *Math achievement**
 - *Student testing participation rate**
 - *Student attendance rate (elementary)***
 - *Graduation rate (high school)***

* *Every subgroup*

** *All Students Combined subgroup only*

Subgroups in the Calculated Process

“Making AYP” depends on the performance of ten subgroups.

All – All Students Combined

AmInd – American Indian/Alaskan Native

Asian – Asian

Hisp – Hispanic or Latino

Black – Black or African American

White – White, Non-Hispanic

PacIsl – Native Hawaiian or Pacific Islander

Disab – Students with Disabilities

FR – Free/reduced lunch or economically disadvantaged

LEP – Limited English Proficiency

Minimum “n” size Requirements for the Calculated Process

- To be certain that AYP determinations are valid and reliable, a minimum cell size (minimum N) has been established.
- Minimum N requirements vary depending on the indicator being evaluated.



Calculated Process

Reading & Math Proficiency Scores

- The following criteria must be met for a subgroup to be included in the calculated process for AMO.
 - *For the “All Students Combined” group, the cell size for the school/district had to be greater than or equal to 30.*
 - *For other AYP subgroups, the cell size for the school/district had to be greater than or equal to 30.*



Calculated Process

Reading & Math Proficiency Scores

- For 2008, reading and math proficiency scores were determined by calculating the percent of students that scored at or above proficiency.
 - *Montana Criterion-referenced Test*
 - *Montana CRT Alternate Assessment*



Calculated Process

Reading & Math Proficiency Scores

- AMO Targets 2007-2008
 - *Reading = 83% up from 74% in 2007*
 - *Math = 68% up from 51% in 2007*

Reading & Math Participation Rates

- NCLB requires that 95% of students be tested in all subgroups.
- Flexibility surrounding participation rates allows for averaging data up to three years.



Calculated Process Additional Academic Indicators

- Attendance rate for public elementary schools/districts (includes elementary, 7-8's, middle schools).
- Graduation rate for public secondary schools/districts.
- The All Students Combined group meeting minimum N requirement (30), must meet 80% goal or make improvements towards goal to make the additional academic indicator.



Calculated Process Safe Harbor Provision

- The Safe Harbor Provision allows for subgroups that fail to reach the AMO target to make AYP if there was a 10% decrease in the percentage of students below proficient from the prior year.



Calculated Process 2% Rule Flexibility

- The U.S. Department of Education allows for states without modified achievement standards.
- Applies only to schools or districts that did not make AYP based solely on their “Students with disabilities” not meeting reading and/or math AMO’s.



Calculated Process 99% Confidence Interval “Filter”

- The 99% Confidence Interval “Filter” states that those schools and districts that did not make AYP using the calculated method, but made their reading and math AMO’s using a 99% confidence interval, be allowed to be evaluated “holistically” through the Small Schools Process.



Small Schools Accountability Process (SSAP) Overview

- Data sets evaluated in 2008
 - *CRT scores and participation rates*
 - *NRT longitudinal analysis for pattern of achievement*
 - *NRT longitudinal analysis for pattern of improvement*
 - *Additional academic indicator performance (attendance or graduation rate)*
 - *Review of school/district Effectiveness Report*

Feeder Schools Process Overview

- Feeder School Process
 - *School that do not serve any of the tested grades (e.g. PK-2 grade span).*
 - *Feeder schools receive the AYP status of the school into which their students feed, also called receiving school.*

AYP Appeals Process

- All schools and districts are given proposed AYP status and a 30 day review period in which they can appeal.
- The school/district must provide evidence to support the challenge to OPI.
- OPI reviews appeals and makes a final AYP determinations.

Overview of AYP Statuses

- Statuses assigned to indicators and overall, depend on whether school/district receives Title I funds.
- For a school/district to be “Identified for Improvement”, must miss AYP in the same subject area at least two years in a row.
- Once in improvement, a school/district must meet targets for indicator at least two years in a row to get out of “improvement.”

AYP Status for Non-Title I Schools/Districts

<i>Status Name</i>	<i>AYP Status Description</i>	<i>Made/Did Not Make</i>	<i>Next Step If Miss</i>	<i>Next Step If Make</i>	<i>Improve-ment?</i>
M	Made AYP	Made AYP	Yr1	M	No
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	No
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	Yes
HImYr2	Holding at Improvement Year 2	Made AYP	ImYr3	M	Yes
<i>HImYr ∞</i>	<i>Holding at Improvement Year ∞</i>	<i>Made AYP</i>	<i>ImYr ∞ + 1</i>	<i>M</i>	Yes
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	No
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	Yes
ImYr2	2nd Year Identified for Improvement	Did not make AYP	ImYr3	HImYr2	Yes
ImYr ∞	∞ Year Identified for Improvement	Did not make AYP	ImYr ∞ + 1	HImYr ∞	Yes

AYP Status for Title I Schools

<i>Status Name</i>	<i>AYP Status Description</i>	<i>Made/Did Not Make</i>	<i>Next Step If Miss</i>	<i>Next Step If Make</i>	<i>Improve-ment</i>
M	Made AYP	Made AYP	Yr1	M	No
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	No
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	Yes
HImYr2	Holding at Improvement Year 2	Made AYP	CYr1	M	Yes
HCYr1	Holding at Corrective Action Year 1	Made AYP	RYr1	M	Yes
HRYr1	Holding at Restructuring Year 1	Made AYP	RYr2	M	Yes
HRYr2	Holding at Restructuring Year 2	Made AYP	RYr3	M	Yes
HRYr ∞	<i>Holding at Restructuring Year ∞</i>	<i>Made AYP</i>	<i>RYr $\infty+1$</i>	<i>M</i>	Yes
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	No
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	Yes
ImYr2	2nd Year Identified for Improvement	Did not make AYP	CYr1	HImYr2	Yes
CYr1	Identified for Corrective Action	Did not make AYP	RYr1	HCYr1	Yes
RYr1	1st Year Identified for Restructuring	Did not make AYP	RYr2	HRYr1	Yes
RYr2	2nd Year Identified for Restructuring	Did not make AYP	RYr3	HRYr2	Yes
RYr ∞	<i>∞ Year Identified for Restructuring</i>	<i>Did not make AYP</i>	<i>RYr $\infty + 1$</i>	<i>HRYr ∞</i>	Yes

AYP Status for Title I Districts

Status Name	AYP Status Description	Made/Did Not Make	Next Step If Miss	Next Step If Make	Improvement
M	Made AYP	Made AYP	Yr1	M	No
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	No
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	Yes
HImYr2	Holding at Improvement Year 2	Made AYP	CYr1	M	Yes
HCYr1	Holding at Corrective Action Year 1	Made AYP	CYr2	M	Yes
HCYr2	Holding at Corrective action Year 2	Made AYP	CYr3	M	Yes
HCYr ∞	<i>Holding at Corrective action Year ∞</i>	<i>Made AYP</i>	<i>CYr $\infty + 1$</i>	<i>M</i>	Yes
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	No
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	Yes
ImYr2	2nd Year Identified for Improvement	Did not make AYP	CYr1	HImYr2	Yes
CYr1	1st Year Identified for Corrective Action	Did not make AYP	CYr2	HCYr1	Yes
CYr2	2nd Year Identified for Corrective Action	Did not make AYP	CYr3	HCYr2	Yes
CYr ∞	<i>∞ Year Identified for Corrective Action</i>	<i>Did not make AYP</i>	<i>CYr $\infty + 1$</i>	<i>HCYr ∞</i>	Yes

Section 2- Summary of School, District, and State AYP Determinations

2007-08 School Year



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Section 2.1- State-level AYP Determinations

2007-08 School Year



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State-level AYP Determination

- 141,060 students enrolled for testing window enrollment count (PK-12).
- 75,706 students tested and in the AMO calculations.
- State went through the calculated process.
- So, how did Montana do?

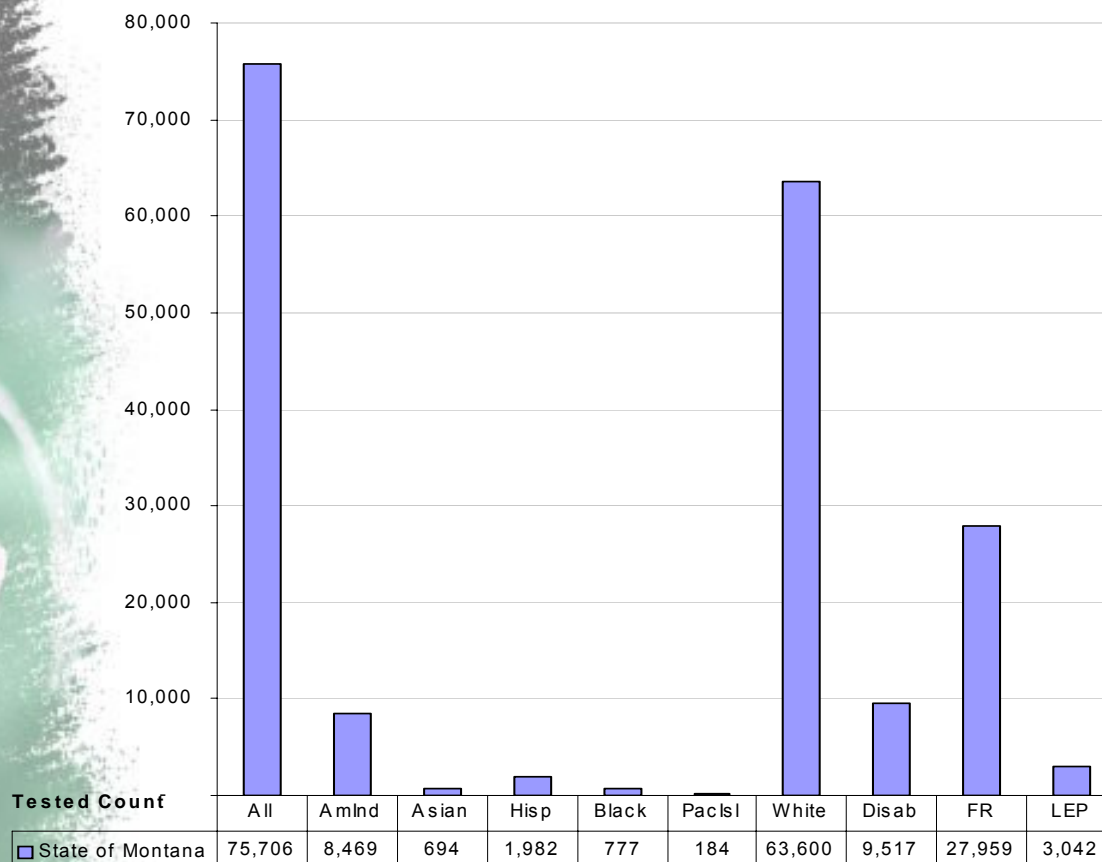
State-level AYP Determination

- State of Montana went into Improvement Status- Year 5.
 - *Missed Reading AMO for:*
 - All
 - AmInd
 - Hisp
 - Black
 - Disab
 - FR
 - LEP
 - *Missed Math AMO for:*
 - All
 - AmInd
 - Hisp
 - Black
 - White
 - Disab
 - FR
 - LEP

State-level AYP Determination

Group of Students	Reading Proficiency Score	Reading Test Participation Rate	Math Proficiency Score	Math Test Participation Rate	Attendance Rate	Graduation Rate
All students	82	100	63	100	95	85
White	85	100	67	100	NA	NA
Black	81	100	55	100	NA	NA
Hispanic	74	99	52	100	NA	NA
Native Hawaiian or Pacific Islander	90	100	76	100	NA	NA
Am. Indian/Alaskan Native	60	99	38	99	NA	NA
Asian	89	99	79	100	NA	NA
Economically Disadvantaged	71	100	49	100	NA	NA
Limited English Proficient	40	99	23	99	NA	NA
Students with Disabilities	45	99	27	99	NA	NA
Targets:	83%	95%	68%	95%	80%	80%

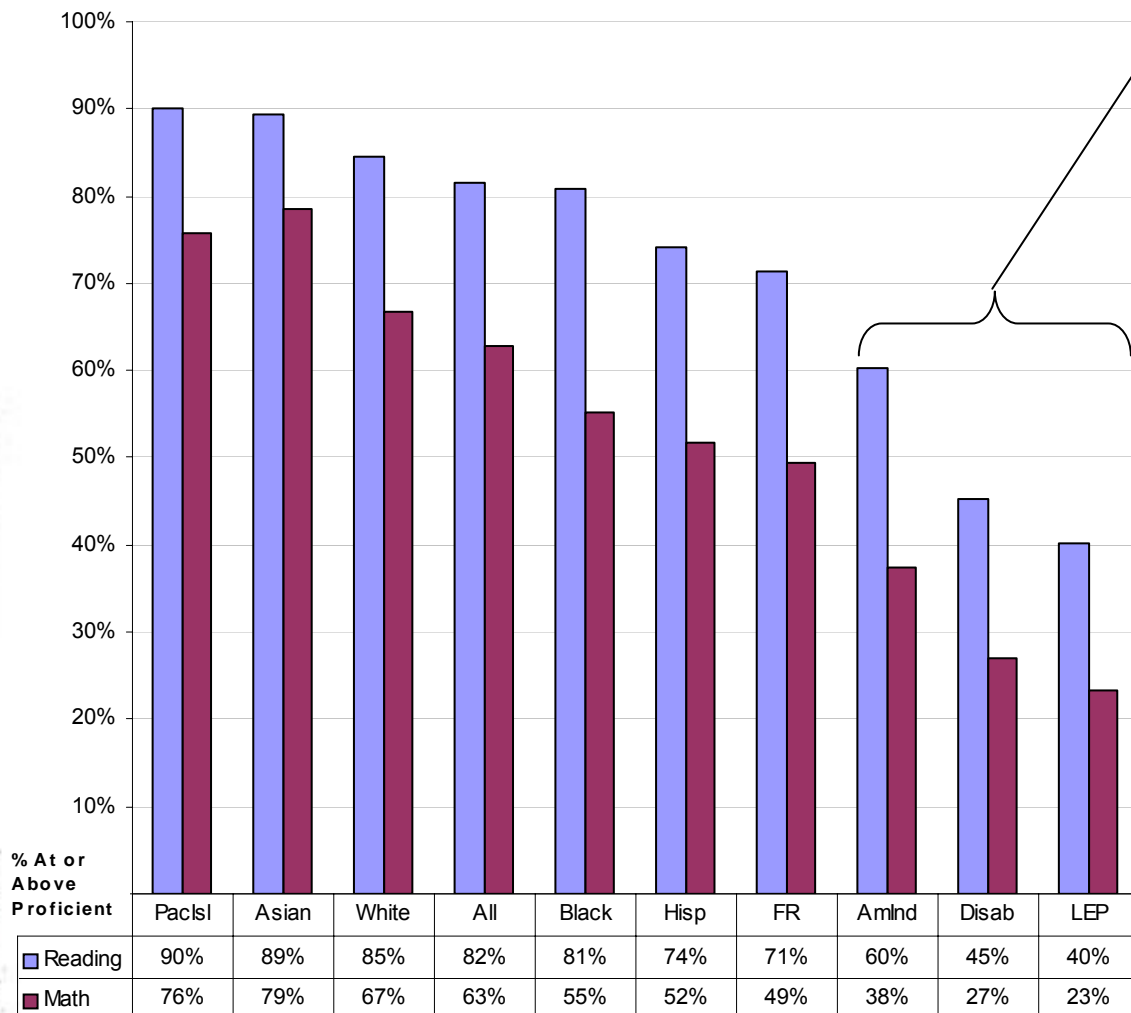
State-level Tested Counts for Reading & Math Proficiency Scores



Tested counts can vary depending on the indicator (subject proficiency scores vs. participation rates) and the reporting level (i.e., state, district, school), due to NCLB allowing for certain students to be excluded from specified calculations.

This chart summarizes the # of students tested and included in reading and math AMO calculations by subgroup.

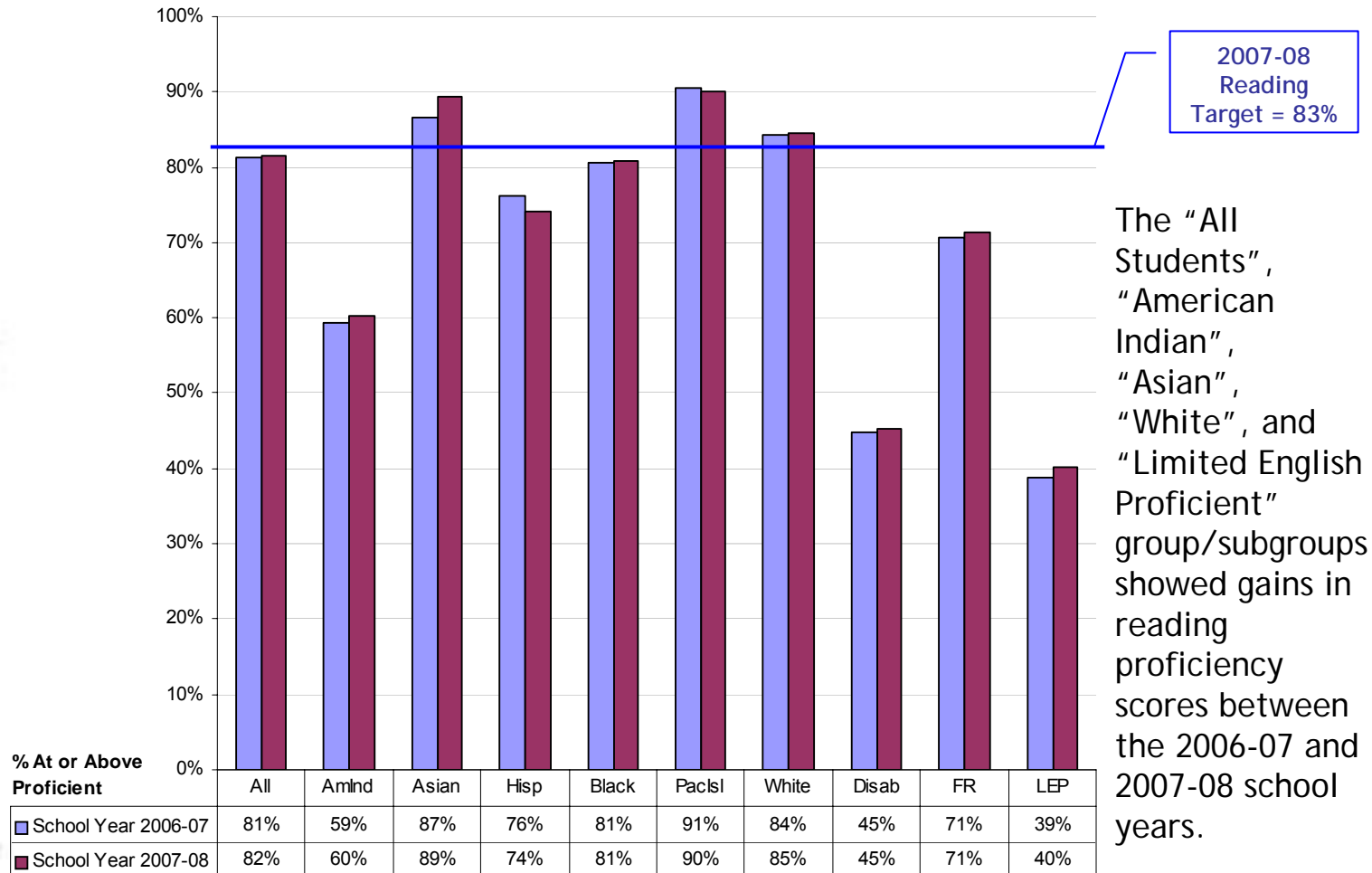
State-level Reading & Math Proficiency Scores



As in years past, the lowest performing subgroups in both reading and math were "Limited English Proficient", "Students with Disabilities" and "American Indian".

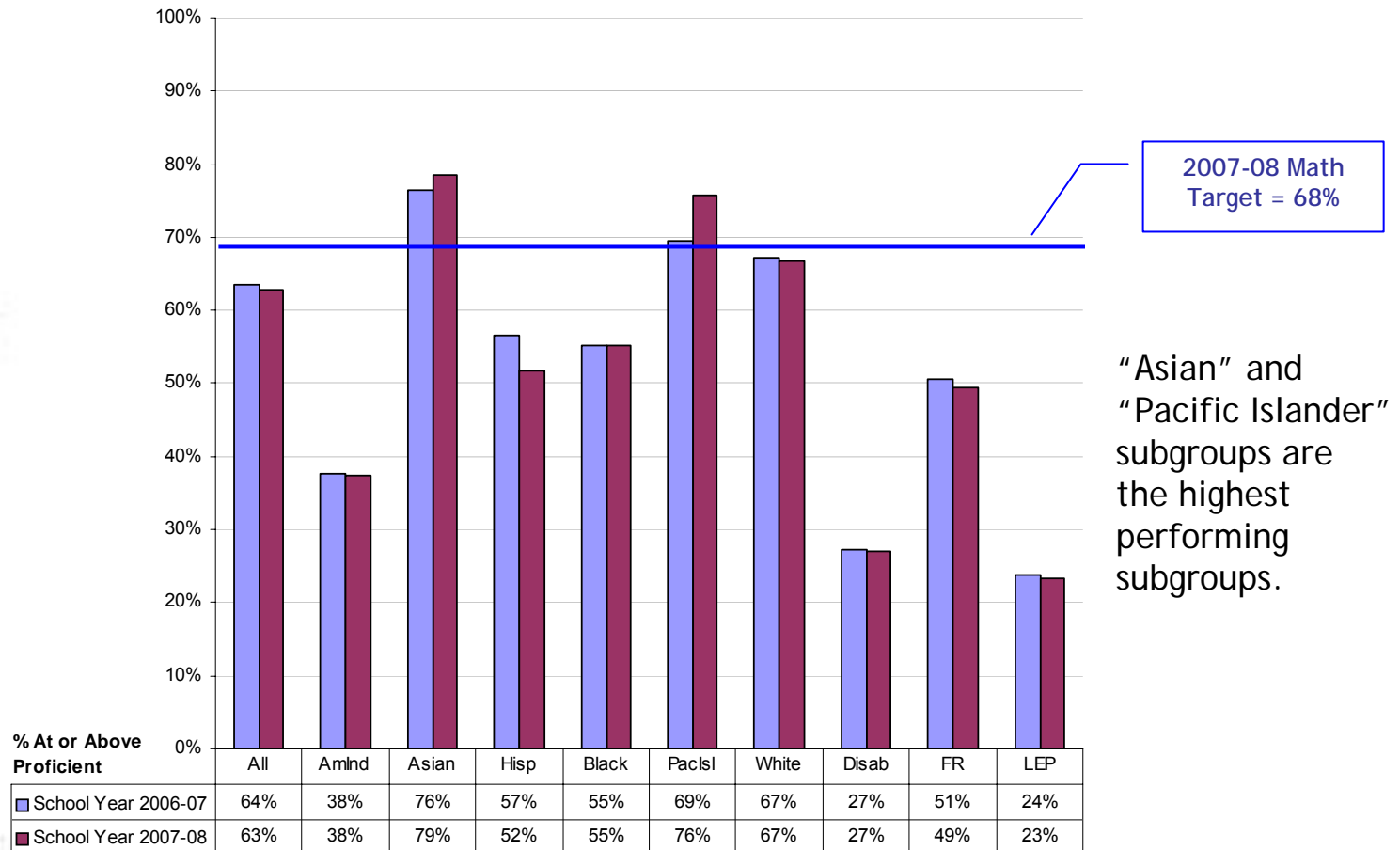
State-level Reading Proficiency Scores

Two-year Trend by Subgroup



State-level Math Proficiency Scores

Two-year Trend by Subgroup



State-level Participation Rates

- State made participation rate of 95% for all subgroups.

State-level Additional Academic Indicators

- State made both attendance and graduation rate indicators.
- State-level Attendance Rate = 95% for 2007-08 school year.
- State-level Graduation Rate = 85% for 2006-07 school year.

Section 2.2- School-level AYP Determinations

2007-08 School Year



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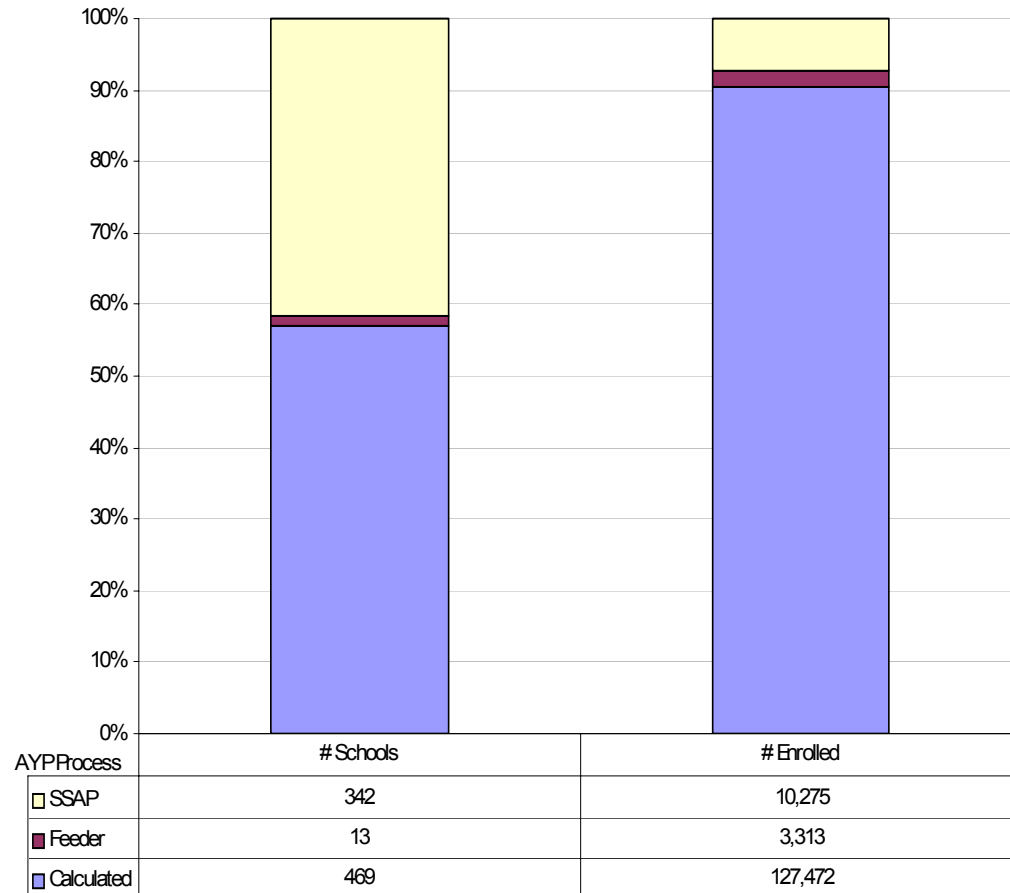
Section 2.2.1- School-level AYP Determinations


- 824 schools were evaluated for Adequate Yearly Progress (AYP) for the 2007-08 School Year.
- Of those:
 - 589 *Made AYP* (71.5%)
 - 231 *Did Not Make AYP* (28.0%)
 - 4 *Received an NA status due to structure change* (0.5%)
- 43.8 % of Montana's students attended a school that made AYP for 2008.

School-level Processes for Determining AYP

- School-level determinations made using one of the following processes:
 - *Calculated Process*
 - 469 schools (56.9%)
 - *Small Schools Accountability Process (SSAP)*
 - 342 schools (41.5%)
 - *Feeder Schools Process*
 - 13 schools (1.6%)

School-level Processes for Determining AYP





Section 2.2.2- School-level Calculated Process

- 469 schools evaluated using Calculated Process.
- Of those:
 - *260 Made AYP (55.5%)*
 - *209 Did Not Make AYP (44.6%)*
- 56 schools of 469 “Identified for Improvement” (11.9%).

Section 2.2.3

School-level SSAP

- 342 schools were evaluated using Small Schools Accountability Process (SSAP).
- Of those:
 - 323 *Made AYP* (94.7%)
 - 15 *Did Not Make AYP* (4.4%)
 - 3 *Received an NA status due to structure change* (.4%)
- 15 schools of 342 “Identified for Improvement” (4.4%).

School-level Feeder School Process

- 13 schools were evaluated using Feeder School Process.
- Of those:
 - 5 *Made AYP* (38.5%)
 - 7 *Did Not Make AYP* (53.8%)
 - 1 *Received an NA status due to structure change* (7.7%)
- 2 schools of 13 “Identified for Improvement” (15.4%).

Section 2.3- District-level AYP Determinations

2007-08 School Year



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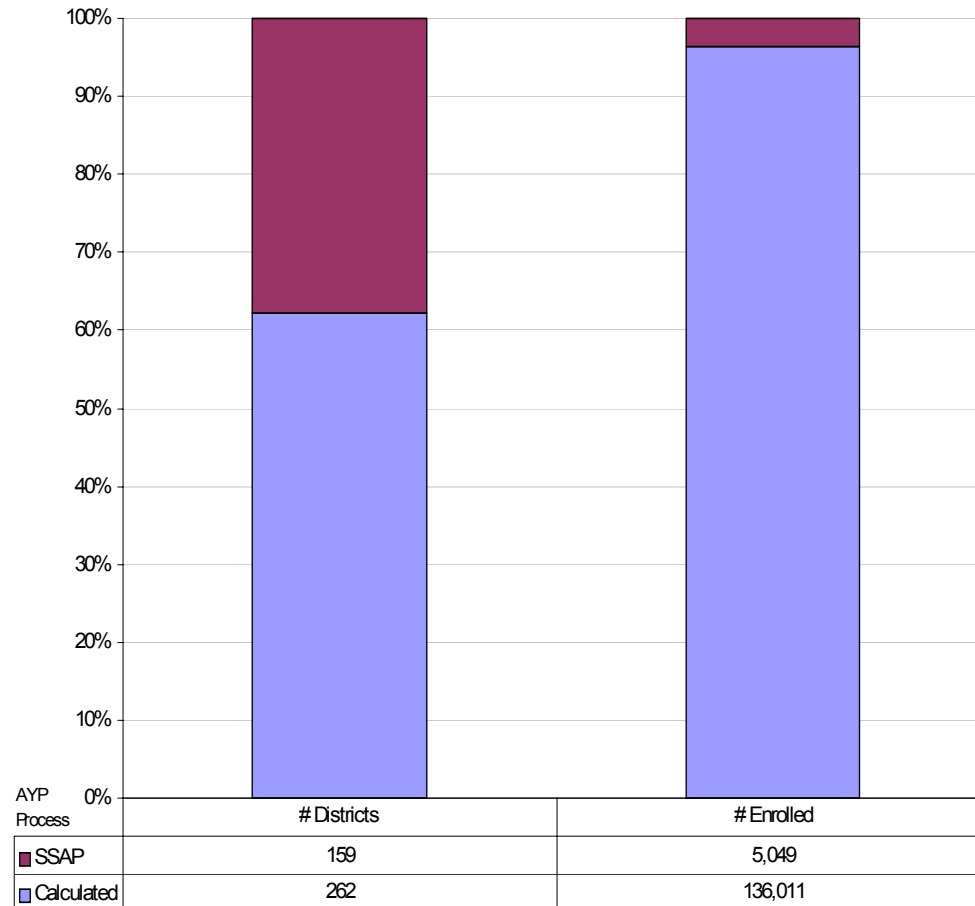
Section 2.3.1- District-level AYP Determinations


- 421 districts were evaluated for AYP for the 2007-08 School Year.
- Of those:
 - 286 *Made AYP* (67.9%)
 - 133 *Did Not Make AYP* (31.6%)
 - 2 *Received an NA status due to structure change* (0.5%)
- 25.0% of Montana students attend a district that made AYP for 2008.

District-level Processes for Determining AYP

- District-level determinations made using one of the following processes.
 - *Calculated Process*
 - 262 districts (62.2%)
 - *Small Schools Accountability Process*
 - 159 districts (39.1%)

District-level Processes for Determining AYP





Section 2.3.2- District-level Calculated Process

- 262 districts evaluated using Calculated Process.
- Of those:
 - 134 *Made AYP* (51.1%)
 - 128 *Did Not Make AYP* (48.9%)
- 49 districts of 262 “Identified for Improvement” (18.7%).

Section 2.3.3- District-level SSAP

- 159 districts evaluated using SSAP.
- Of those:
 - *152 Made AYP (95.6%)*
 - *5 Did Not Make AYP (3.1%)*
 - *2 Received an NA status due to structure change (1.3%)*
- 5 districts of 159 “Identified for Improvement” (3.1%).

Section 3- A Closer Look at Calculated Process AYP Determinations

2007-08 School Year



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School-level Calculated Process

- 469 schools evaluated using Calculated Process.
- Of those:
 - 260 Made AYP (55.4%)
 - 209 Did Not Make AYP (44.6%)
- Why did 209 schools not make AYP?



School-level Reading Results

- 134 schools missed the reading indicator.
- 132 schools missed AMO.
- 2 schools missed AMO and participation rate.

School-level Math Results

- 185 schools missed math indicator.
- 183 schools missed AMO.
- 2 schools missed AMO and participation rate.



School-level Additional Academic Indicators

- One elementary school in calculated process missed attendance rate indicator.
- 8 high schools in calculated process missed graduation rate.

District-level Calculated Process

- 262 districts evaluated using Calculated Process.
- Of those:
 - 134 Made AYP (51.1%)
 - 128 Did Not Make AYP (48.9%)
- Why did 128 districts not make AYP?

District –level Reading Results

- 81 districts missed reading indicator.
- 78 districts missed AMO.
- 3 districts missed AMO and participation rate.

District-level Math Results

- 119 districts missed math indicator.
- 115 districts missed AMO.
- 4 districts missed AMO and participation rate.

District-level Additional Academic Indicators

- No districts serving elementary grades in calculated process missed attendance rate indicator.
- 8 districts serving secondary grades missed graduation rate.

New for Current Year Calculations

Small Schools Accountability Process will no longer use NRT data.

We are reviewing the new Title I Regulations regarding the Graduation rates. The review includes analyzing prior years data and planning for future implementation.